

ABSOLUTE RATING: Good
IMPROVEMENT RATING: Below Average

Number of high schools with students similar to ours: 12. The absolute ratings for those schools ranged from good to excellent. For the improvement ratings, the range was from below average to excellent.

(Definitions of School Rating Terms on Page 4)

RATINGS OVER A 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating |
|-------------|-----------------|--------------------|
| 2001 | Good | Below Average |
| 2002 | | |
| 2003 | | |
| 2004 | | |

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

| | Our School | | | Schools With Students Like Ours | | |
|-------------------------|------------|------|------|---------------------------------|------|------|
| | 1999 | 2000 | 2001 | 1999 | 2000 | 2001 |
| • Passed all 3 subtests | 76.4 | 78.8 | 80.3 | 82.0 | 85.7 | 86.7 |
| • Passed 2 subtests | 15.6 | 10.5 | 8.4 | 11.5 | 8.8 | 7.9 |
| • Passed 1 subtest | 5.4 | 8.3 | 5.8 | 4.6 | 3.8 | 3.5 |
| • Passed no subtests | 2.6 | 2.4 | 5.5 | 1.9 | 1.7 | 1.8 |

| ELIGIBILITY FOR LIFE SCHOLARSHIPS | Our School | Schools With Students Like Ours |
|---|------------|---------------------------------|
| % of seniors eligible for LIFE Scholarships at four-year institutions | 14.3% | 44.0% |
| % of seniors who met the SAT requirement | 21.9% | 47.0% |
| % of seniors who met the grade point average | 24.7% | 63.0% |

Beginning in 2003, the graduation rate for each high school will be included in the school rating.

PERFORMANCE BY STUDENT GROUPS

| Seniors | | | |
|--|---------------------------------------|-----------------------------------|-----------------|
| Student Group | Exit Exam Passage Rate by Spring 2001 | Eligibility for LIFE Scholarships | Graduation Rate |
| All students | 96.7% | 14.3% | N/A until 2003 |
| Students with disabilities other than speech | 76.5% | 0.0% | |
| Students without disabilities | 97.7% | 16.0% | |
| Gender | | | |
| Male | 95.9% | 10.0% | |
| Female | 97.4% | 18.3% | |
| Ethnic Group | | | |
| African American | 88.7% | 1.5% | |
| Hispanic | 100.0% | 22.2% | |
| White | 98.0% | 17.1% | |
| Other | 100.0% | 0.0% | |
| Lunch Status | | | |
| Free/reduced-price lunch | 90.0% | 0.0% | |
| Pay for lunch | 97.1% | 14.7% | |

STUDENTS IN CAREER AND TECHNOLOGY COURSES

| | |
|-----------------------------|--------|
| Mastering core competencies | 86.6% |
| Completers placed | 100.0% |
| Eligible students enrolled | 39.5% |

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

| | Our School | Change from Last Year | Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|---------------------------------|--------------------|
| SCHOOL | | | | |
| • Dollars spent per student | \$3,757 | N/A | \$4,974 | \$5,668 |
| • Prime instructional time | 90.2% | Down from 93.4% | 91.8% | 90.1% |
| • Student-teacher ratio | 30.1 to 1 | N/A | 26.1 to 1 | 25.1 to 1 |
| STUDENTS (n=1,654) | | | | |
| • Advanced Placement/ Int'l Baccalaureate Program Exam Success Ratio | 67.9% | N/A | 75.2% | 40.0% |
| • Attendance rate | 96.4% | Up from 96.0% | 96.5% | 95.3% |
| • Retention rate | 4.9% | Up from 2.9% | 5.1% | 10.0% |
| TEACHERS (n=81) | | | | |
| • Professional Development days per teacher | 8.3 Days | Up from 6.4 | 7.9 Days | 7.5 Days |
| • Attendance rate | 95.6% | Down from 98.1% | 96.3% | 95.7% |
| • Teachers with advanced degrees | 51.9% | Up from 48.8% | 65.0% | 49.4% |
| • Continuing contract teachers | 85.2% | Up from 77.8% | 86.1% | 81.0% |
| • Teachers with out-of-field permits | 7.4% | Up from 4.9% | 0.9% | 3.0% |
| • Teachers returning from the previous school year | 86.2% | Down from 90.6% | 86.7% | 85.2% |
| • Average teacher salary | \$38,462 | Up 6.4% | \$40,117 | \$38,125 |

SCHOOL FACTS

| | Our School | Change From Last Year | Schools with Students like ours | Median High School |
|---|------------|-----------------------|---------------------------------|--------------------|
| SCHOOL | | | | |
| • Dropout rate | 1.2% | Up from 1.0% | 1.5% | 2.9% |
| • Percentage of expenditures spent on teacher salaries | 56.1% | N/A | 56.7% | 56.4% |
| • Principal's years at the school | 1.0 | N/A | 6.0 | 3.0 |
| • Percent of parents attending conferences | 56.7% | N/A | 53.4% | 60.1% |
| • Opportunities in the arts | Excellent | N/A | Excellent | Excellent |
| STUDENTS | | | | |
| • Older than usual for grade | 4.1% | No change | 3.5% | 10.1% |
| • Suspended or expelled | 33 | N/A | 37 | 29 |
| • Gifted and talented | 0.0% | N/A | 14.8% | 7.4% |
| • With disabilities other than speech | 9.3% | Up from 3.8% | 6.8% | 10.7% |
| • Career/technology students in co-curricular organizations | 0.0% | N/A | 0.2% | 4.5% |
| • Enrollment in career and technology center courses | 654 | N/A | 466 | 350 |
| • Career students participating in work-based experiences | 0.2% | N/A | 30.5% | 23.1% |



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

Continuing its tradition of academic achievement, Mauldin High School experienced a "watershed" year. A comparison with the top 100 public high schools, defined by Jay Matthews' research, resulted in a restructured curriculum and master schedule. An increase from 7 to 23 AP classes, offered in a "hybrid" 4x4 schedule, resulted in an increase in AP enrollment from 142 to 453. Further, an increase of 40% occurred in honors courses.

After completing the disaggregation of all student achievement data and a review of "Breaking Ranks," we determined that a Freshman Academy, focusing on interdisciplinary team-teaching would enhance student performance and transition from middle school. In partnership with Mauldin High, Furman University agreed to provide instructional support services to the Academy. Further, the Academy was awarded a \$100,000 Village Green Grant to integrate the use of instructional technology in the classroom.

A Milkin Foundation Grant was awarded to support the school's expanding Service Learning program. Grants from the state and School-To-Work and the Alliance for Quality Education supplemented other programs. Breadloaf and The Carnegie Foundation awarded the Greenville County School District an Urban Cities Leadership Grant featuring Mauldin High School.

The school added the Ted Sizer "Critical Friends Group" program. Additionally, a Guidance Parent Advisory Group was formed. Department Chairpersons became the school's Collaborative Management Council. Further, the Renaissance award program and a cultural diversity program, Building Cultural Bridges, were initiated. Through the World-Class Partnership Program, we have plans for an on-line environmental science project with Tellkampfschuler, a sister school located in Hannover, Germany. Finally, Mauldin has made application to the International Baccalaureate Programme to become an affiliated school in the 2002-03 school year.

Richard K. McClure

EVALUATIONS BY TEACHERS AND STUDENTS

| Percent | Teachers | Students | Parents |
|--|----------|----------|---------------|
| Satisfied with learning environment | 76.2 | 52.2 | (Avail. 2002) |
| Satisfied with social and physical environment | 50.0 | 55.7 | |
| Satisfied with home-school relations | 81.3 | 82.7 | |

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

2301014

Mauldin High
701 E Butler Rd
Mauldin, SC 29662-1699

Grades 9-12 High School

Enrollment: 1,654 Students

Principal

Mr. Richard McClure 864-281-1200

Superintendent

William E. Harner 864-241-3458

Board Chair

Roger D. Meek 864-233-8567

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Good

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myscschools.com